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ABSTRACT

A review of the literature on college library standards was conducted in order to tabulate the elements found in the latest statements of accrediting agencies and library organizations. First, the published standards and guidelines of library associations and accrediting agencies were considered individually. A chart was devised for tabulating these 16 publications against 20 elements possible for inclusion in standards. Information from two studies of accrediting agencies was also examined and tabulated in a similar way. These studies considered requirements for libraries made by 21 accrediting organizations in such areas as law, business, health, etc. The elements most often checked on both charts were: resources, staff, financies, services, facilities, and administration. (LS)

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WORKING PAPER

IDENTIFICATION OF LIBRARY ELEMENTS IN STATEMENTS OF ACCREDITING STANDARDS A REVIEW OF THE LITERATURE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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By

Herman L. Totten*

INTRODUCTION

A number of agencies and groups have attempted to evaluate academic libraries, and have identified specific elements to be considered. This working paper will tabulate those elements found in the latest statement from each accrediting agency. It is planned to record the rationale for the elements that might be considered for inclusion in the revision of the American Library Association's Standards for College Libraries. The committee's directive to limit the scope of the literature search to college libraries, has been strictly adhered to. The one study of university standards located is included here because of its clear statement of the elements involved in any library evaluation.

Part I comprises standards formulated by agencies whose responsibility covers the entire college library, in the following order: Association of College and Research Libraries, Standards for College Libraries, 1959; ACRL Guidelines, 1965; ACRL Guidelines, 1970; ACRL Guidelines for Library Service to Extension Students, 1967; ACRL Guidelines for Two-Year College Learning Resources Programs, 1972.

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Regional Agencies: Middle States Association of College and Secondary Schools, 1971; New England Association of Colleges and Secondary Schools, 1970; North Central Association of Colleges and Secondary Schools, 1970; Northwest Association of Secondary and Higher Schools, 1970; Southern Association of Colleges and Schools, 1972; Western Association of Schools and Colleges, 1973.

Individual Non-Sponsored Studies: Quantitative Criteria for Adequacy of Academic Library Collections (Clapp and Jordan, 1965), Standards for University Libraries (Downs and Heuseman, 1970), Library Measurement Study, (Conley and DeProspo, 1973). Others: Guidelines for Assessing the Adequacy of Academic Libraries in New York State, 1973; Standards for Canadian Community College Libraries, 1973.

Chart I includes official and non-official statements prepared by librarians at the national, regional, and state levels. The Canadian statement is included because Canadian colleges have always been included in ALA membership. Although practice may vary from region to region, documents relating to standards approved by the regional accrediting agencies are usually prepared by committees on which there is library representation.

Part II is a tabulation of the information contained in two studies: ACRL Monograph Number 20[1] includes 27 associations, national, regional, and specific professional. The compilers

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[1]Eli M. Oboler, Ruth Walling, David C. Weber, Compilers; College and University Library Accreditation Standards, 1957. (ACRL Monograph Number 20. Chicago: American Library Association, 1958).

stated, "This monograph is the first publication in one place of all the requirements for libraries of institutions of higher education specified by the twenty-one professional and six regional accrediting associations recognized by the National Commission on Accrediting."[2]

Although new editions of many of these statements are now available, the elements used in the various editions were found to be remarkably constant.

Later information was obtained from George H. Hartje's study The Role of Accrediting Agencies in the Organization of Libraries.[3] Hartje's study is an updating of the ACRL Monograph Number 25. He wrote to each of the regional and national accrediting associations listed in the earlier publication to obtain as nearly up-to-date information as possible. Of the 27 organizations listed, responses were obtained from 22 or 82%.

Since all data tabulated in Part II of this Document is from these two studies, no specific citations are indicated. The latest date given identifies the Hartje reference.

Chart II identifies the elements of library service as determined by 21 professional associations concerned with education for their profession.

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[2]Ibid, page 5.

[3]George H. Hartje."The Role of Accrediting Agencies in the Organization of Libraries." Unpublished Paper, submitted to Dr. Ralph W. Parker, Dean and Professor of Library Science, School of Library and Informational Science, University of Missouri, 1971.

The terms used in the charts were the most frequently found in the standards. Within the content of each set of standards it was assumed that administration was synonymous with management, resources with collections, finances with budget, and facilities with buildings.

The six elements most often checked on this chart were identical, although the rank order differed in every case. (See Chart III).

It is interesting to note that some of the standards tabulated in Chart I include references to services by departmental libraries and library orientation. Mention of non-print media materials appears only in Chart 5.

STANDARDS FOR COLLEGE LIBRARIES

The basic tool for evaluation of an undergraduate college library has been the 1959 American Library Association Standards which is being revised. The [illegible] Standards for College Libraries[1] include: functions of the college library, objectives and governance, budget, staff, library collections, building, the quality of the service and its evaluation, and inter-library cooperation. These standards have been more concerned with the [illegible] qualitative of the holdings of the library than with numbers or organization. Quantitative data-makes about the collection and is followed by [illegible] a minimum number that an ideal size for college libraries. The emphasis of the document is upon promoting flexible standards based on generally accepted principles. Believing that college libraries are too complex and too different from one another to be meaningful to any kind of rigid standardization, the drafting committee hoped only to present a realistic basic document embodying the best thinking of the profession.

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[1] American Library Association. Standards for College Libraries. Chicago, Illinois: American Library Association, 1959.

[illegible]

[illegible]

Collections"[15] (1965) offered new formulas for estimating size of libraries (in volumes) requisite for the minimum "adequacy" of libraries. These formulas presented ways to identify the principal factors affecting academic library needs. The authors also attempted to weigh the factors.

Clapp and Jordan stated that the minimum size required for the adequacy of an academic library differed from institution to institution and the size was dependent upon the combination of the variables constituting the controlling factors in each case. The most important of these variables were: student body, faculty size, curriculum, methods of instruction, availability of suitable places for study on the campus, geography of the campus, and intellectual climate. The actual elements included in the formula were: basic collection, number of faculty members, student enrollment (graduate and undergraduate), fields of undergraduate and graduate concentration, books, periodicals, and documents.

STANDARDS FOR UNIVERSITY LIBRARIES

Strangely, very little attention has been paid to codifying elements of evaluation for American university libraries. Robert Downs and John W. Heussman suggested some elements to be considered in evaluating university libraries

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[15] Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," College and Research Libraries, (September, 1965), 371-80.

in an article published in 1970.[16] Their elements included: finances, library expenditures, resources, student enrollment, personnel, seating, shelving, staff areas, air-conditioning, carpeting, and services.

LIBRARY MEASUREMENT STUDY

A new approach to evaluation is currently being developed at the Rutgers' University Bureau of Library and Information Science Research under the direction of Binford H. Conley. Sponsored by the National Agricultural Library, "the study represents an adaptation of the Public Library Measurement Study[17] ... for employment in an academic setting." The following description is taken from the Abstract of the proposal for A Study of the Relationship Between User Satisfaction, Resource Allocation and Library Performance as Measured by Selected Indices of Effectiveness in Five 1890 Land-Grant Institution Libraries.[18] Entitled the Academic Library

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[16] Robert B. Downs and John W. Heussman, "Standards for University Libraries," College and Research Libraries, (January, 1970), 28-35.

[17] Earnest K. DeProspo, "A Study of Evaluation Measurement of Effectiveness of Public Library Service," Wisconsin Library Bulletin, (January-February, 1973), 7-10.

[18] Binford H. Conley, "A Study of the Relationship Between User Satisfaction, Resource Allocation and Library Performance As Measured by Selected Indices of Effectiveness in Five 1890 Land-Grant Institution Libraries." Unpublished Abstract of a Ph.D. Proposal, Graduate School of Library Science, Rutgers, The State University, 1973.

Measurement Study, it "will provide for the collection of data relating to"'five performance indices:'"availability of documents, in library and outside circulation, intensity of reference service, aspects of the physical plant and recency of collection." "It is assumed that, while the specific impact of libraries on the educational process is not presently measurable, aspects of library service are; that quantity may infer quality and that performance in libraries is a function of three elements: 1) availability of material, 2) assistance from professional personnel and 3) facility in which the service operates."

GUIDELINES FOR ASSESSING THE ADEQUACY OF ACADEMIC LIBRARIES IN NEW YORK STATE

In 1972, the New York State Education Department promulgated Guidelines for Assessing the Adequacy of Academic Libraries in New York State.[19] The Statement is divided into two parts: Part One, "Library Standards and Their Use," and Part Two, "Guidelines for Academic Library Collections, Staff and Facilities." The elements in Part One include: users of the library, financial commitment, and effective administration; and Part Two includes: collections, staff, and plant facilities. A number of formulas in relationship to the size of institutions are offered.

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[19] New York State. The State Education Department. Report of the Advisory Committee on Planning for the Academic Libraries of New York State, 1973, "Guidelines for Assessing the Adequacy of Academic Libraries in New YOrk State," 17-31.

Objectives of the study are stated in the following paragraph: "It is of importance at this time that an assessment of the strengths and weaknesses of the libraries of these institutions be made to help assure that their support roles in the institutions they serve are adequately met and to assist in ordering of priorities for future development."

"Further, if these institutions are to profit maximally from the assistance which is inherent in such proposals as the Agricultural Libraries Network and others, an increasingly improved understanding of their present position with regard to the relationship between resource allocation and performance is essential."

STANDARDS FOR CANADIAN COMMUNITY COLLEGE LIBRARIES

The Canadian Association of College and University Libraries in 1973 prepared a document, Standards Recommended for Canadian College Libraries.[20] The document has qualitative elements which include: administration and organization, staff, collections, building, budget, public services, and technical processing services. The quantitative standards include: collections, seating, staff, and budget.

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[20]Canadian Association of College and University Libraries. Standards for Canadian Community College Libraries. Ottawa, Canada: Canadian Library Association, 1973.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS

From the American Association of Collegiate Schools of Business Standards for membership, 1956, and its accreditation standards and interpretations, 1971, the elements included are: administration, services, facilities, finances, separate library or part of university libraries.

AMERICAN BAR ASSOCIATION

The American Bar Association's Council on Legal Education and Admissions to the Bar revised its standard in 1938 and 1969. The elements included are: administration, staff, services, resources, facilities, finances, and student use.

AMERICAN CHEMICAL SOCIETY

From the Committee on Professional Training, 1954 and 1965, of the American Chemical Society, the elements are: resources, facilities, finances, and student use.

AMERICAN COUNCIL ON EDUCATION FOR JOURNALISM

From the Accreditation Manual, 1956 and 1971, of the American Council on Education for Journalism the elements included are: staff, services, resources, and facilities.

AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION

In the fifth edition of the Accreditation Manual (no date) and the sixth edition, 1969, of the American Council on Pharmaceutical Education, Section 10 is devoted to the library. The elements included are: staff, services, resources, facilities, use by students and teachers, and orientation.

AMERICAN DENTAL ASSOCIATION

The 1970 edition of the American Dental Association's Council on Dental Education requirements for the approval of a dental school included these elements: administration, staff, services, resources, facilities, finances, hours, and student and faculty use.

AMERICAN LIBRARY ASSOCIATION COMMITTEE ON ACCREDITATION STANDARDS FOR ACCREDITATION

The 1972 Standards for Accreditation for Library School Libraries adopted by ALA has a section on "Physical Resources and Facilities."[21] The standard states that "instructional resources, services, and facilities should be provided and organized to meet the needs of the specific collections, staff, services, materials, facilities, space, multimedia resources, computer services, media production laboratories, and equipment."

[21] American Library Association. Standards for Accreditation. Chicago, Illinois: American Library Association, 1972.

[redacted] optometric association

The Fourth edition in the Manual of Accreditation of American Optometric Association, 1972 and 1973, standards include: administration, services, resources, facilities, hours, finances, student and faculty use.

[redacted] psychological association

The Education and Training Board, 1956, of the American Psychological Association standards include: resources and facilities.

[redacted] public health association

The Committee on Professional Education, 1972, of the American Public Health Association standards include: resources and facilities.

[redacted] veterinary medical association

From the Council on Education of the American Veterinary Medical Association, essentials of an acceptable veterinary medical school (as data), the standards included are: administration, staff, services, facilities, finances, and hours.

Association of [redacted] law schools

The Association of American Law schools included the library standards in the 1972 edition of the association. The seventy-edition, Association Introduction, in 1971. Standards included are: administration, staff, services, resources, facilities, and finances

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